DOCUMENT RESUME

ED 440 213 CE 079 938

AUTHOR	Frazier, Heather; Cognard-Black, Jennifer
TITLE	Getting the Job: How To Write Your Resume. A Resume Writing Workshop.
INSTITUTION	Ohio State Univ., Columbus. Center for the Study and Teaching of Writing.
PUB DATE	1999-00-00
NOTE	27p.; Supported by an Ohio State University Community Access to Resources and Educational Services (CARES) Issues Seed Grant.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Career Choice; *Career Education; Community Education; Employment Opportunities; Employment Qualifications; Job Applicants; Job Placement; *Job Search Methods; Job Skills; Learning Activities; Marketing; *Resumes (Personal); *Self Evaluation (Individuals); *Technical Writing; Vocabulary; Vocational Interests; *Workshops

ABSTRACT

This booklet, which was developed by Ohio State University's community outreach program to meet area residents' needs for custom-tailored writing instruction, is designed for use in a workshop on writing resumes. The booklet begins with an introduction that states the following three basic guidelines for effective resume writing: (1) discovering what kind of jobs fit one's interests and skills; (2) locating job opportunities that match one's interests and skills; and (3) tailoring a resume to fit the qualifications of a particular job. Each of the booklet's remaining four sections discusses one of the following steps in the process of planning and writing a resume: performing a self-analysis; determining interests and skills; identifying jobs; and writing a resume. Each section contains some or all of the following: an introduction that explains why the activity being discussed is important to the process of finding a job; one or more learning activities designed to help workshop participants complete the particular step in the resume-writing process successfully; and supplementary materials to help participants complete the learning activities. Among the learning activities and supplementary materials included are the following: action words for strong resumes; skill words to describe personal traits; mistakes to watch out for; a self-test regarding tips on finding a job; and a sample work record form. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 213

Getting the Job: How to Write Your Résumé

A Résumé Writing Workshop

Spring 1999

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Cognard-Black
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

CSTW
The Center for the Study and Teaching of Writing
485 Mendenhall Lab • 125 S. Oval Mall • 688-5865

CE079938

BEST COPY AVAILABLE

The Center for the Study and Teaching of Writing is an interdisciplinary unit in the College of Humanities at the Ohio State University. Its overall mission is to respond to student, faculty, staff, business, industry and government requests for help in improving written communication.

To carry out this mission, the Center offers the following resources and programs:

- Consulting and Tutoring Services
- Support for GEC Writing Courses
- Writing Across the Curriculum Consultations
- Writing Portfolio Support
- Internet Resources for Writing
- Research Projects
- School, Community and Workplace Outreach

This booklet comes to you from Community Outreach, which provides custom-tailored writing instruction to meet the needs of central Ohio residents. It was written and designed in the spring of 1999 by Heather Frazier in collaboration with Jennifer Cognard-Black, both outreach specialists working for the CSTW.

Work for this booklet has been generously supported by an OSU CARES Issues Seed Grant

If you have an idea for another writing workshop you would like to take, we would like to hear your idea. Contact us by phone, fax, email or regular mail via the information on the front cover.

© Heather Frazier, Jennifer Cognard-Black, and the CSTW, 1999.

Getting the Job:
How to Write Your Résumé

TABLE OF CONTENTS

Introduction

Self-Analysis

Interests and Skills

Identifying Jobs

Writing Your Résumé

INTRODUCTION

Looking for a job? Trying to make a career change? Want to improve your résumé? With a little work, you can put together a striking and informative résumé, one that will show your skills to their best advantage.

There are three basic guidelines for effective résumé writing, including:

1) Discovering what kind of jobs fit your interests and skills;
2) Locating job opportunities that match your interests and skills; and
3) Tailoring a résumé to fit the qualifications of a particular job.

The place to start is to think about the kind of work you like to do, the kind of work you do well, and what kind of jobs best fit your interests and skills. Once you've narrowed your focus to a specific set of possible jobs, then you must locate actual job openings and examine the descriptions of those openings. Finally, you must tailor your résumé to fit the qualifications a potential employer wants and needs.

This guide provides an overview of the process of successful résumé writing. By following the three basic guidelines mentioned above, you will be well on your way to writing an effective résumé.

SELF-ANALYSIS

Before you start thinking about what kind of job you may want to apply for, you need to figure out

- what you do well,
- what skills you possess, and
- what kind of work you enjoy.

Writing a self-analysis before you begin thinking about specific jobs will help clarify your previous successes, established skills, and aspirations for the future.

Self-analysis is a tool that many employers use as part of their overall assessment strategies. While older models of assessment were limited to a "top-down" approach where only the boss got to evaluate his or her workers, more and more employers want assessment to be a two-way street. In other words, employers often ask their employees to write self-analyses along with the boss' own work evaluations. Then the employer sits down with the employee, and they discuss each other's perceptions about the employee's work performance. This new model of assessment helps clear up misunderstandings between employers and employees and allows the employee an opportunity to think about his or her own strengths and weaknesses. Writing a self-analysis not only helps you to create a better résumé; it also helps you prepare for future assessment meetings with a potential employer.

In addition, because a self-analysis demands that you take the time to write down your occupational desires and workplace strengths, you will be better prepared in an interview to talk about these aspects of your job qualifications. Whenever we write something down about ourselves, we tend to remember what we wrote and are better able to explain it to other people.

The following self-analysis asks various questions about the kind of work you do best and what sort of job you most want. Try to answer the questions as honestly as you can, since they will provide you with the fundamental information you will need to begin your job search and résumé.

SELF-ANALYSIS

What specific job do you want?
(Put down a job title, not an area of interest.)

List three duties of a person with this job title.

Describe the kind of company you would like to work for (size, location, type of product/service provided). If you have a specific company in mind, use that company.

What work-related activity do you enjoy most and why?

What work-related activity do you enjoy least and why?

What was the most successful thing you ever did and why did it succeed?

What was the least successful thing you ever did and why did it fail?

What traits of yours accounted for the success and failure noted in the previous questions?

Name three of your work-related skills or experiences that not everyone in your field has.

List three of your long-range career goals.

Fill in the blank in the following sentence with one or more words from the list given (or one of your own).

I am a wonderful ...

(communicator, conversationalist, counselor, creator, detail person, designer, organizer, salesperson, teacher, team leader)

Circle five words from the following list that describe you:

accurate, assertive, creative, dependable, diligent, disciplined, effective, efficient, experienced, flexible, hardworking, intelligent, likable, mature, personable, polite, productive, reliable, resourceful, self-confident, self-motivated, well-groomed, well-trained

Describe yourself to a potential employer in about fifty (50) words.

Adapted from Getting a Job, Barbara L. Croft.

INTERESTS AND SKILLS

What skills do you already possess, and how do those skills connect with your job interests? One way to answer this question is to put your skills in three different contexts:

- Skills with People
- Skills with Things
- Skills with Information or Data

For example, if you are a good communicator and enjoy consulting with others, you have strong skills with people. On the other hand, if you are good with your hands and enjoy building things or operating equipment, you have strong skills with things. Finally, if you like to create organizational charts or develop long-range planning guides, you have strong skills with information or data.

Use the following pages to help you decide what skills you already possess and how you enjoy using them. Each section--Skills with People, Skills with Things, and Skills with Information or Data--provides a list of verbs that describe how skills fit each context. For instance, under Skills with Information or Data are the verbs "planning," "researching," and "designing." Keep these verbs in mind so that you can use them to describe your own skills when it comes time to write your résumé.

Would you like to work with People?

SKILLS WITH PEOPLE

- **Advising**
- **Amusing**
- **Communicating**
- **Consulting**
- **Counseling**
- **Deciding**
- **Feeling**
- **Founding**
- **Leading**
- **Managing**
- **Negotiating**
- **Performing**
- **Persuading**
- **Sensing**
- **Serving**
- **Taking Instructions**
- **Treating**
- **Working with Animals**

SKILLS WITH THINGS

- Emptying
- Feeding
- Handling (Objects)
- Minding
- Operating Equipment
- Operating Vehicles
- Precision Working
- Repairing
- Setting Up
- Using Tools
- Working with the Earth or Nature

SKILLS WITH INFORMATION OR DATA

- Achieving
- Adapting
- Analyzing
- Comparing
- Computing
- Copying
- Creating
- Designing
- Developing
- Evaluating

- Expediting
- Improving
- Observing
- Organizing
- Planning
- Researching
- Retrieving
- Storing
- Synthesizing

IDENTIFYING JOBS

How do you know which jobs to apply for? Where do you look for jobs? Once you find a job, how can you get more information about that job?

Once you've completed your self-analysis and thought about your interests and skills, you will be much better prepared to know which jobs you should apply for. For instance, if you discovered that you enjoy working with your hands and prefer to work outdoors, you would probably apply for a job as a landscaper or a carpenter but not for a job as a receptionist.

Now that you have a better idea what kind of jobs interest you and match your specific set of skills, you're ready to look for actual job openings. The following page on "identifying jobs" will get you started on where to look. Remember: there doesn't have to be a job opening in order for you to approach a company you'd like to work for. By sending your résumé to a personnel administrator and asking him or her to keep it on file, you potentially get your foot in the door. (Always call ahead and get the name of the personnel administrator so that you send your résumé to an actual person.) Even better, if you set up an appointment for an "information interview" with someone in the company, you can sit down face-to-face with someone and ask him or her questions about how you can make yourself a strong candidate for a potential opening. If you impress a specific individual in the company with your interest, enthusiasm, and abilities, you have a much better chance of being interviewed for a position when one becomes available. If you set up an information interview, try to meet with a person who has the kind of job you want or one who hires people in the position that you'd most like to have.

If you find a job description that you're interested in, there are a number of ways you can learn more about the position and precisely craft your résumé to fit the job:

- Make phone calls
- Talk to a current employee
- Ask questions

Don't feel as though you're limited to the information published in a job announcement. Remember: there's nothing wrong with calling the company to find out more about the job qualifications and the kind of person they're looking for. You can request to speak with a current employee, especially someone who has a similar position to the one they're advertising. And don't feel shy about asking pointed questions. The following page on "Get to Know the Company" and "Get to Know the Position" will give you hints on what sort of questions you might ask.

Identifying Jobs

- **World Wide Web Search**
- **Job listing or Employment Agencies (see appendix)**
- **Classified section in local newspapers**
- **Targeted Mailing**
  (send resumés to companies that may not be advertising open positions currently)
- **Networking**
  (ask friends or community leaders)
- **Call the Company or Visit In-Person**
  (ask what qualities/skills they are looking for
  ask what positions will be opening
  request any pertinent written materials)

Research prospective companies and probable employment positions.

GET TO KNOW THE COMPANY

- **Size**
- **Location**
- **Reputation**
- **Type of Product or Service**
- **Organizational Structure**
- **Training Program**
- **Unique Qualities/Programs**
- **Transfer and Promotion Policies**

Talk to a current employee

GET TO KNOW THE POSITION

- **What skills are needed?**
- **What are the specific duties?**
- **What on-the-job training is necessary/available ?**
- **Is creativity encouraged?**
- **Is cross-training available?**
- **What time is your shift?**
- **Is overtime available or expected?**
- **What tools or materials will be used?**
- **Will you work independently or with a team?**
- **Does the workload change throughout the year?**

WRITING YOUR RÉSUMÉ

What Do You Think?

Before drafting a copy of your résumé, start with the following sheet entitled "What Do You Think." This sheet works as a pre-writing exercise, helping you to discover the assumptions you hold about résumés and job hunting. Your workshop leader will discuss the answers to these questions with you.

Work Experience Record and Résumé Categories

The next two sheets, "Work Experience Record" and "Résumé Categories," tell you precisely what information to include on your résumé draft. For each significant job that you've held, fill out a "Work Experience Record." Keep these records on file so that you'll always have this information and won't need to look it up again. Once you've filled out your records, your résumé should be organized around the following categories:

- Personal data
- Objective
- Education
- Experience
- Other Categories (depending on the job description) such as Qualifications or Technical Skills, Language Ability, Military Experience, or Related Activities
- References

Your workshop leader will show you examples of various résumés and talk with you about the kind of information you should include in your own résumé.

Action Words

Most résumés include brief descriptions of your work skills from prior jobs, and it's important to use action words when you write these descriptions. For instance, it's better to say that you *taught* children as a daycare worker than to say that you were with children all day. The verb "to teach" shows you interacting with your work environment and

describes a specific skill that you possess: in this case, the ability to teach others. Use the following sheet on "Action Words" to help you decide what words best describe the work you've done in the past.

Adaptive Skill Words

Résumés often list words that describe your personal traits, especially words that show what kind of adaptive skills you possess. Adaptive skills mean personal traits that allow you to interact with your work environment in an positive, effective manner. For example, you might want to describe yourself as an "efficient," "reliable," and "well-organized" worker rather than simply as an employee who "works hard." The more specific your adaptive skills, the better picture a potential employer has of you and your abilities. Use the sheet on "Adaptive Skill Words" to help you choose words that best describe your personal workplace traits.

Revising and Proofreading

Once you've finished a draft of your résumé, it's important to make sure that the documents looks good, makes sense, and contains no errors. An applicant with the most impressive qualifications in the world will not be considered as a potential employee if his or her résumé is vague or hard to read or contains surface errors. The sheet entitled "Yikes! Watch Out for These Mistakes" will help you look for aspects to revise or correct on your résumé draft, including:

- Generic skill descriptions
- Self-deprecatory or wishy-washy self presentation
- Irrelevant information
- Dull or boring skill descriptions
- Fonts or styles that are too busy and hard to read
- A résumé that is long-winded and takes up too much space
- A résumé that is gaudy, using brightly colored paper, colored ink, or silly graphics
- Errors in spelling, grammar, and punctuation

Once you've written a clean, clear, and complete version of your résumé, show it to lots of people and get their feedback: ask friends, colleagues, family members, and teachers. You want to make sure that people from many different work environments and perspectives understand your

résumé and think it presents you and your skills in the best possible light.

Finally, after you send out your résumé and get a job interview, ask a friend, colleague, family member, or teacher to do a practice interview with you. Make this interview as "real" as possible: dress up, hold it in an office (or make up part of your home to resemble an office, such as clearing the kitchen table and putting a notepad and a pencil on it), and don't let your friend, colleague, family member, or teacher "let down" his or her disguise as your potential "boss." Give them a copy of your résumé before the practice interview, and tell them to ask you questions about the information contained in it. After the practice interview is over, ask them to give you feedback on what you did well and what you need to improve. Remember: your résumé is not the only important part of getting a job. In an interview, you need to be able to talk clearly and distinctly about your past work skills and your specific abilities. You also need to avoid distracting gestures or body movements like bouncing or swinging your leg, pulling on your hair, or twiddling your thumbs. Finally, you should try to avoid using speech tags such as "like," "you know," or "uh"; although these are hard habits to break, they make you sound young or unsure.

Once you've written your résumé, researched companies and job descriptions, tailored your résumé to fit specific job announcements, gotten a job interview, and practiced your interview with a friend, colleague, family member, or teacher, you're ready for the real thing. Good luck!

Getting Paid: Tips on Finding a Job
What Do You Think

I. Please answer True or False to the following questions:

1. A good résumé should be at least 2 pages long.
2. Employers don't mind if there are errors (misspelled words, etc.) on an application.
3. Résumés are not important; all I need to do is turn in the application.
4. A cover letter allows me to highlight my skills and adds a personal touch to my résumé and other materials.
5. Employers need to believe that I have something special to give their company.
6. The more flashy, bright, or "different" a résumé, the more likely it is to make a positive impression.
7. It is best to use action verbs for résumés and applications.

II. Use the scale below to rate the following statements:

5 strongly agree 4 agree 3 unsure 2 disagree 1 strongly disagree

1. I research a job/company before applying.
2. When I see an ad in the paper, I can imagine the necessary skills for the job.
3. I have a detailed list of my work history.
4. When applying for a job, first I consider my abilities and personal goals.
5. I know what to include in a cover letter.
6. I know what type of job activities I enjoy the most and the least.
7. I know my career goals and the experience and steps I need to reach my goals.
8. I know what to include in a résumé.
9. I know the difference between a functional and a chronological résumé.
10. I type my applications or write them in black ink.
11. I dress up to pick up and turn in applications.

WORK EXPERIENCE RECORD

Name of business:_____

Address:_____

Telephone:_____

Dates of employment:
From _____ **To** _____

Job title:_____

Name of Supervisor:_____

Rate of pay:
Beginning _____ **Final** _____

Reason for leaving:_____

Duties:_____
_____
_____
_____

Abilities acquired:_____
_____
_____

Best part of the job:_____

Worst part of the job:_____

GETTING PAID:
Tips on Finding a Job

RÉSUMÉ CATEGORIES

PERSONAL DATA:
Full name, Address, Telephone Number, Cell Phone/Pager (if applicable)

OBJECTIVE:
Focus of résumé and employment goal. What type of employment are you seeking?

EDUCATION:
What, where, when? Do you have technical training? Any program certificates? Always present most recent first.

EXPERIENCE:
Include all relevant employment, volunteer work, and internships. List the skills and responsibilities, dates, location (city/state), company.

OTHER CATEGORIES:
Qualifications or Technical Skills
Language Ability (read, write, speak)
Military Experience
Related Activities

REFERENCES:
Put "Available Upon Request" or list 3-5 people. Should be educational, community based, or business.
Be prepared to provide the person's name, mailing address, telephone number, and position.

ACTION WORDS FOR STRONG RÉSUMÉS

Most résumés include brief descriptions of the skills you used on prior jobs or the duties you carried out. The following list of action verbs can help you create a strong résumé and cover letter.

For example, someone who worked as a night security officer might describe the following duties: monitored the building; investigated potential security breaks; documented all visitors.

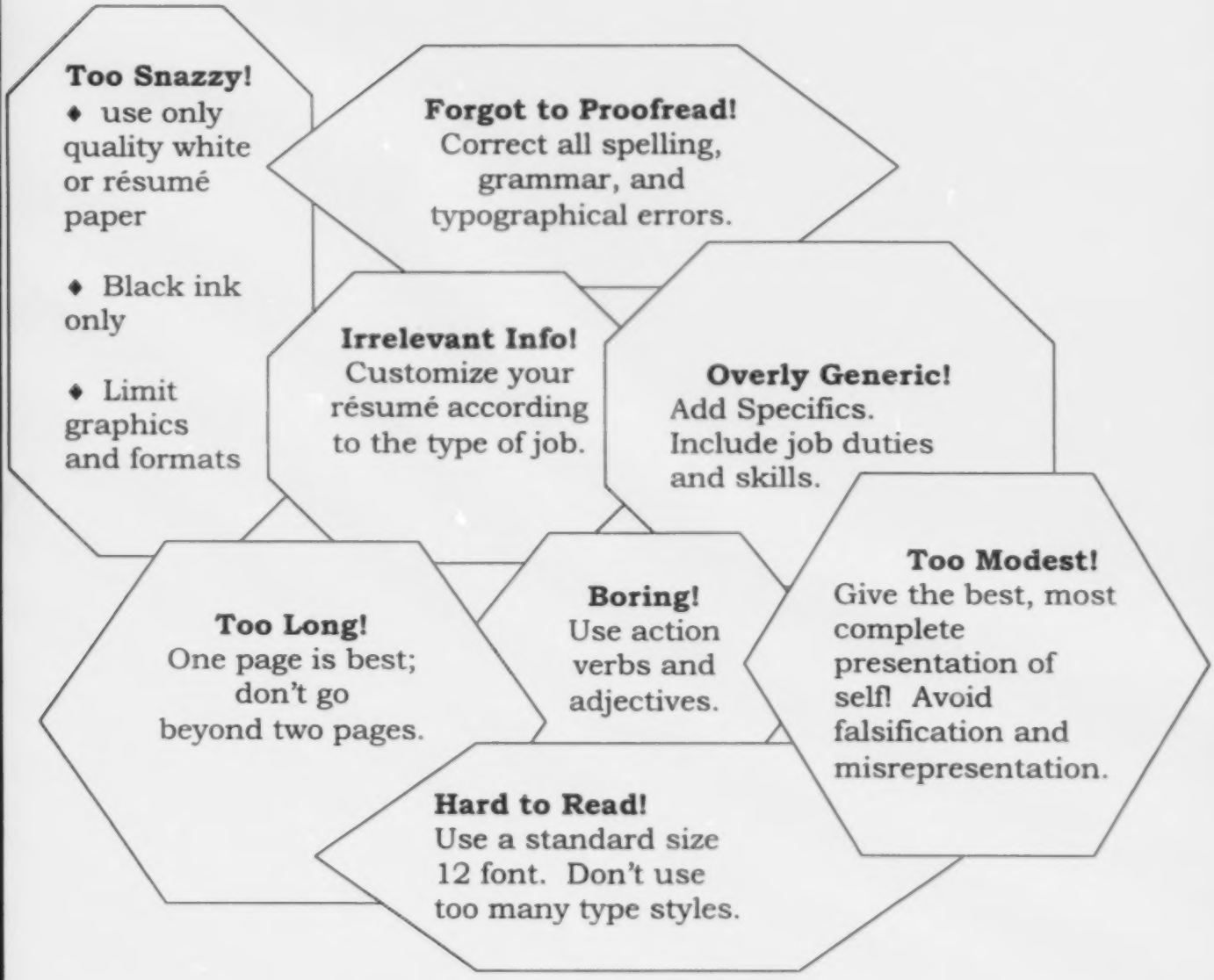
Action Verbs to describe your **Functional Skills**

Achieved	Consulted	Expressed	Mentored	Reduced
Acquired	Contracted	Facilitated	Met	Referred
Acted	Contributed	Financed	Modeled	Related
Adapted	Converted	Fixed	Modified	Reported
Addressed	Cooperated	Followed	Monitored	Researched
Administered	Coordinated	Formulated	Negotiated	Responded
Advertised	Copied	Gained	Observed	Restored
Advised	Correlated	Gathered	Obtained	Reviewed
Advocated	Counseled	Gave	Offered	Saw
Aided	Created	Guided	Operated	Scanned
Analyzed	Dealt	Handled	Ordered	Scheduled
Answered	Decided	Headed	Organized	Screened
Anticipated	Defined	Helped	Overcame	Set Goals
Applied	Delegated	Identified	Oversaw	Shaped
Approved	Delivered	Implemented	Participated	Solved
Assembled	Designed	Improved	Perfected	Spoke
Assessed	Determined	Indexed	Performed	Strategized
Assisted	Developed	Indicated	Persuaded	Streamlined
Audited	Diagnosed	Influenced	Planned	Strengthened
Began	Directed	Inspected	Predicted	Stressed
Brought	Discovered	Interpreted	Prepared	Studied
Budgeted	Displayed	Interviewed	Presented	Succeeded
Built	Documented	Introduced	Prioritized	Summarized
Calculated	Drafted	Invented	Produced	Synthesized
Cared	Drove	Inventoried	Programmed	Supervised
Charged	Edited	Investigated	Projected	Supported
Checked	Eliminated	Judged	Promoted	Surveyed
Clarified	Enforced	Kept	Protected	Sustained
Classified	Enlisted	Learned	Proved	Talked
Coached	Ensured	Led	Provided	Taught
Collaborated	Established	Lifted	Publicized	Told
Collected	Estimated	Listened	Published	Trained
Comforted	Evaluated	Located	Purchased	Translated
Communicate	Examined	Logged	Questioned	Upgraded
Compared	Exceeded	Made	Raised	Utilized
Completed	Excelled	Maintained	Ran	Validated
Composed	Expanded	Managed	Ranked	Verified
Computed	Experimented	Mapped	Read	Visualized
Conceived	Explained	Mastered	Recorded	Won
Conducted	Explored	Mediated	Received	Wrote

Adaptive Skill Words to describe your **Personal Traits**

Active
Adaptable
Adept
Aggressive
Analytical
Assertive
Committed
Competent
Conscientious
Cooperative
Creative
Dedicated
Dependable
Determined
Diligent
Diplomatic
Disciplined
Discreet
Effective
Efficient
Energetic
Enterprising
Enthusiastic
Exceptional
Experienced
Fair
Firm
Forceful
Hardworking
Honest
Independent
Innovative
Logical
Loyal
Mature
Objective
Open minded
Outgoing
Personable
Pleasant
Positive
Practical
Productive
Reliable
Resourceful
Self-confident
Self-motivated
Self-reliant
Sensitive
Sharp
Sincere
Strong
Successful
Tactful
Tenacious
Well-organized

YIKES! Watch Out for These Mistakes


Too Snazzy!
♦ use only quality white or résumé paper
♦ Black ink only
♦ Limit graphics and formats
Forgot to Proofread!
Correct all spelling, grammar, and typographical errors.
Irrelevant Info!
Customize your résumé according to the type of job.
Overly Generic!
Add Specifics. Include job duties and skills.
Too Long!
One page is best; don't go beyond two pages.
Boring!
Use action verbs and adjectives.
Too Modest!
Give the best, most complete presentation of self! Avoid falsification and misrepresentation.
Hard to Read!
Use a standard size 12 font. Don't use too many type styles.

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Associate Director for Database Development
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: